

**SOUTH CAROLINA  
INSTRUCTIONAL TECHNOLOGY  
COACHING INITIATIVE  
2009-10**

***DISTRICT-BASED  
INSTRUCTIONAL TECHNOLOGY COACH***

**GUIDELINES  
For  
TECHNOLOGY COACHS**



Office of eLearning  
South Carolina Department of Education



***INSTRUCTIONAL TECHNOLOGY SERVICES  
SCHOOL-BASED  
INSTRUCTIONAL TECHNOLOGY COACH***

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## What Is the Impact of Instructional Technology Coaches?

**Anticipated Allocation Date:** Provided that money is provided by the state as expected, funds for technology coach salaries should be made available anytime from August to November of 2009.

**The Model:** A well-trained instructional technology coach works full time in this sole position in at least two schools in a district

- The coach and District PD Coordinator work from a plan that is consistent with the district's strategic plan, technology plan and the individual school's improvement plan.
- The coach works with all teachers assigned per approved grant project proposal.
- The focus of the coach's work is on increasing the capacity of the teachers to make their own instruction more effective.
- The coach is responsible for partnering with the District PD Coordinator to offer at least 2 in-service trainings on the Teacher and Student ePortfolio Systems and have all district teachers and students identified in the grant proposal assessed in the ePortfolio system
- The coach is responsible for delivering a minimum of 10 hours annually of professional development in instructional technology integration to each of the assigned teachers.

### **New District Coach Requirements:**

- The district must commit to maintain the coach position within the district beyond the initial 2009-2010 E2T2 funded coaching year.
- Coach needs to be assigned to provide support to teachers at more than one K-12 school in the district.
- Coach needs to be housed at the district office, not at a school site, and directly report to the professional development staff supervisor.

### **When the Model is Fully Implemented:**

1. **Districts have a cost-effective strategy to provide on-going, job-relevant professional development to their teachers.**
  - Example: During the first year of the coaching initiative, 29 instructional technology coaches worked with approximately 800 teachers for an average of **sixty** hours per teacher. Sixty hours is the equivalent of 8 full professional days. These professional development days were embedded in the school year. Teacher professional development took place *in the classroom*.
2. **Districts with coaches receive significant professional support from the Department of Education's Office of eLearning**
  - The coach and District PD Coordinator communicate regularly to ensure coordination and support.
  - The coach receives monthly preparation in coaching and pedagogical content knowledge.
3. **Students become more engaged as a result of their teachers' collaboration efforts to integrate technology into the learning process**
  - Students use technology to share their work and to communicate with one another
  - Lessons are more engaging and motivating for students as a result of collaborating and teaching practices via a technology coach

If you have questions about these guidelines, do not hesitate to contact the Director of eLearning, Dee Appleby at [dappleby@ed.sc.gov](mailto:dappleby@ed.sc.gov) or David Nelson at [dnelson@ed.sc.gov](mailto:dnelson@ed.sc.gov)

### ***I. Stipulations regarding the Instructional Technology Coach (The funding for this program comes from state appropriations. In the event funds are no longer available, this contract may be terminated.)***

#### **A. Financial Obligations**

For the 2009–10 school year,

- The Office of eLearning will provide funds for the approved project on the basis that the district will support each approved instructional technology coach's salary and fringe benefits for a 205 day contract. Projected date of funding is between August and November of 2009.
- The district will provide the remaining funds in support of the instructional technology coach's salary and fringe benefits for 205 day contract.

- The district and/or school will provide support for transportation expenses (mileage) associated with the participation of the instructional technology coach, principal, and/or district personnel to attend meetings and trainings.

Districts may use K–5 Enhancement, PDSI, Title I, Title II Part A, or other funds available to the district to support the coach’s salary and/or training cost. The Office of eLearning will provide training and support as long as the school continues to abide by the terms of this MOA.

#### B. Employment Status

- The instructional technology coach will remain an employee of the school district and will be covered by the district’s workers’ compensation benefits.
- The district will maintain the instructional technology coach’s leave records for both earnings and charges. The instructional technology coach must promptly notify the district and the Office of eLearning of his or her intent to take extended leave. **Note:** Extended leave or absence *must* be approved in advance by the Office of eLearning. The district will report the instructional technology coach’s leave records for both earnings and charges on a quarterly basis.
- The instructional technology coach will be entitled to the holiday schedule observed by the district. Exceptions to the schedule may require attendance at Office of eLearning statewide meetings or regional meetings. However, the instructional technology coach will not be required to work more than 205 days.

#### C. Period of Employment

- The instructional technology coach’s obligation to the district and the school will be for one school year (i.e., 205-day contract) contingent upon state funding, legislative authorization, the district’s and the school’s eligibility to receive services, the results of the Office of eLearning’s and the district’s annual performance evaluations, and/or the instructional technology coach’s adherence to the Office of eLearning’s guidelines and contract stipulations.
- At the end of this one-year contract, the instructional technology coach, the school, the district, and the SCDE are under no further obligation to continue the instructional technology coach program in the district. (See section D. for further adjustments needed)

#### D. Return to Regular Employment

- The instructional technology coach has no legal right to continue employment with the district as a instructional technology coach beyond the one-year contract term.
- At the end of the contract period, the instructional technology coach shall be allowed to return to his or her regular position with the district, with the same teaching or administrative contract status as when he or she left, including credit for time accrued as a instructional technology coach, but without assurance regarding the particular school or the position to which he or she may be assigned.
- The school year that the instructional technology coach spends in the program shall be applied as a regular teaching year for all purposes such as seniority, pay increases, and retirement unless otherwise agreed upon by the instructional technology coach and the district.

#### E. Ethics Laws

The instructional technology coach is bound by the state ethics laws and is encouraged to become familiar with those laws.

## II. Termination of the Agreement

#### A. Funding Unavailable

**The funding for this program comes from state appropriations. In the event that funds are no longer available, this agreement will be terminated.**

#### B. Termination by the Instructional Technology Coach

If the instructional technology coach terminates his or her contract during the school year, the district may report the action to the State Board of Education as a breach of contract pursuant to S.C. Code Ann. § 59-25-530 (1990). The instructional technology coach may be subject to the provisions of that section, which include suspension of the instructional technology coach’s teaching certificate for up to one year.

#### C. Termination by the SCDE

The SCDE may terminate an assignment if the school or district does not use the instructional technology coach in a manner that is consistent with the roles and responsibilities designated by the SCDE. The SCDE’s determination is final and may not be appealed.

#### D. Termination of Contract for Cause

- Any disciplinary action the district takes against the instructional technology coach will be in accordance with the particular district's personnel policies and procedures. The instructional technology coach is entitled to the protections of the Employment and Dismissal Act. Any right to a hearing will be at the district level.
- If the district wishes to continue the employment of the instructional technology coach as a teacher, the district may do so. However, the district must return a pro-rated portion of the coach's salary based on the number of days that the teacher worked as a instructional technology coach.
- If the instructional technology coach breaches any provision of his or her contract, the SCDE may terminate this agreement.
- If the contract of the instructional technology coach is terminated, the SCDE shall have no further obligation with regard to this agreement.

If the SCDE terminates the assignment of the instructional technology coach and the Office of eLearning determines that reassignment is not feasible, the coach will be reassigned within the district and a prorated amount of the coach's salary will be returned to the Office of eLearning. There shall be no further obligation by the SCDE or the district to continue a instructional technology coach program in the district after the instructional technology coach returns to the district in the non-coaching role.

#### E. Notice of Termination

If hand delivered, notice of termination shall become effective on the date specified on the notice letter. If the letter is mailed, notice of termination shall become effective on the date of the notice letter.

If the school district is sending notice of termination to the SCDE, that notice shall be delivered to the following:

Dee Appleby, MSA, MCP  
 Director-Office of eLearning  
 South Carolina Department of Education  
 3710 Landmark Drive  
 Suite 301  
 Columbia, SC 29204  
 803-734-7169 | phone  
 803-734-8029 | fax

### III. Amendments

This memorandum constitutes the whole agreement between the parties, and no prior representatives, negotiation, or agreements by any party shall affect the construction and operation of this agreement. This agreement may be amended only by a written instrument signed by all parties.

## APPENDIX A: INSTRUCTIONAL TECHNOLOGY COACH QUALIFICATIONS, JOB DESCRIPTION, AND REQUIREMENTS

Adapted from the SCDE Mathematics and Science Unit Memorandum of Agreement

### Qualifications, Job Description/Duties

#### Qualifications:

- Degree and teaching certificate in science, math, language arts or Social Studies and a Level IV ePortfolio status (Mastery Level as of 2009-2010)
- NOTE: Three years successful coaching experience and ongoing enrollment in relevant education courses may be substituted for the certificate. This exception ONLY applies to Cohort I coaches who have spent three years in the Office of eLearning Instructional technology Coaching Program

- Ability to use, implement and maintain an ePortfolio system for teachers, students and administrators
- Extensive knowledge of the International Society for Technology in Education (ISTE) standards for teachers, administrators, and students
- Experience in education, instructional technology and leadership
- Expertise in a wide variety of technologies
- Experience utilizing technology as a tool for active/authentic learning
- Experience creating of technology-rich units that integrate technology into the curriculum
- Knowledge of best practices for teaching and learning
- Skills in staff development and facilitation skills
- Ability to work effectively in a collaborative environment
- Interest in working with adults, specifically teachers, and also students as they incorporate technology into their teaching and learning process

*Job Description/ Duties:*

- The purpose of the coach at the district appointed schools is to help raise student achievement by serving as a resource for teachers. The coach will be involved in activities that empower the teachers. These activities will be encouraged and supported by the District Staff Development Coordinator and school principal(s).
- The technology coach is a TEACHING and INSTRUCTIONAL POSITION. Under no circumstances will the coach be used for technical support or other administrative duties. The curriculum coach position is the SOLE position that the curriculum coach can hold.
- Coaches will not conduct formal observations to collect data for teacher evaluations. (i.e. ADEPT or GBE). Coaches will review teachers' ePortfolios and provide feedback. They will be co-teaching, planning and partnering with the teachers to implement standards-based lessons that integrate technology effectively. Technology coaches will work collaboratively with teachers, the school media specialists and any other instructional coaches or specialists assigned to the schools.
- The coach will not be used as a substitute teacher or a media specialist at the school.
- Coaches can partner with teachers to instruct classes when it is for the purpose of modeling an effective lesson. Teachers are expected to be actively involved in teaching of the lesson.
- Coaches are required to peer edit and share a **minimum of two** high quality lesson plans with other coaches in the program during the coaching year.
- Coaches will be available to collaborate with their assigned teachers during planning sessions, team meetings, and other professional development opportunities.
- Coaches will provide technology resources and training to teachers based on their requests and needs.

- Coaches are assigned to specific schools and teachers and should spend time working with these teachers.
- Coaches will also provide resources for professional development to teachers. The coach is responsible for partnering with the District PD Coordinator to offer at least 2 in-service trainings on the ePortfolio System and a minimum of 10 hours annually of professional development in instructional technology integration to each of the assigned teachers.
- Coaches are responsible for having all district teachers and students identified in the grant proposal assessed in the ePortfolio system and reviewing their portfolios and technology requirements.
- Coaches are responsible for attending monthly professional development training sessions in Columbia and/or virtually between 9am and 4pm on coaching skills, technology best practices and how to instruct teachers on the components (self-assessments, requirements, portfolios, etc) of the ePortfolio system.
- Coaches are also required to participate in online readings and discussions facilitated in the SCDE eLearning learning management system (average of 3 hours per month). Coaches will earn 60 renewal credits for attending all monthly trainings and online discussion participation.
- Coaches are responsible for instructing assigned teachers on how to administer proficiency assessments for students
- Coaches are responsible for integrating technology into the curriculum by assisting teachers on how to develop effective teacher and student ePortfolios

### 2009-2010 Technology Coach Training Dates and Topics

Each of the trainings will allow for demonstration of new technologies, hands-on learning, peer-coaching methods, as well as working and collaborating in small groups.

Date	Delivery Method	Hours	Topics
Early November Date TBA	F2F	5	Peer Coach Overview Roles & Responsibilities Coaching Plan Intro. To Coaching Skills Define Program Brochure HW-Finish and share plan and brochure, read and discuss in Moodle
November 16, 2009	F2F	3	ePortfolio -Student ePortfolio: updates and modifications -Teacher and Administrator ePortfolio System: upgrades and modifications

			- Tech Assessment: upgrades and modifications
December 8, 2010	Virtual	2	Connect to Student Learning Find a Hook-Search &Share Review Promising Practices SC Teacher Village as a Tool to Coach - Student ePortfolio: portfolios requirements and teacher assignments HW Reading & Discuss
December 14, 2009	F2F	3	Coach Skills Part 2 Conduct Planning Meeting Assess Lesson Design HW. Review Lesson Improvement Resources Discuss
January 12, 2010	Virtual	2	Provided with sample lessons to begin lesson improvement activity HW Bring a lesson to Jan.. F2F that needs improvement
January 19, 2010	F2F	3	Practice Coaching Skills in Lesson Enhancement Activity
February 9, 2010	Virtual	2	A closer look at free SC endorsed ICT Resources
February 16, 2010	F2F	3	Revisit Coach Cycle, Communication Skills and Facilitation Protocol Workshop -Sharing outstanding teacher technology activities from ePortfolios
March 9, 2010	Virtual	2	Intro: What is Effective School Based PD? What Resources Are Available? - Questions/Feedback on the ePortfolio and Tech assessment systems
March 15, 2010	F2F	3	-Continue: What is Effective School Based PD? What Resources Are Available? -Student and Teacher ePortfolio Systems: uploading/accepting a portfolio document
March 2, 2010	Virtual	2	Intro.: Web 2.0 Tools, Collaboration and Project Based Learning
March 23, 2010	Virtual	2.5	



	Make-Up Session		
April 13, 2010	Virtual	2	Discuss coaching challenges and successes.
April 19, 2010	F2F	3	Continue: Web 2.0 Tools, Collaboration and Project Based Learning Intro: Assessment and Portfolios
April 6	Virtual	2	Student/Teacher technology proficiency: viewing reports, measuring student progress, evaluating data, and future implementation
April 26, 2010	Virtual Make-Up Session	2.5	
May 11, 2010	Virtual	2	Continue: Assessment and Portfolios Teacher and Student ePortfolio Systems: Reviewing samples of good portfolios, creating effective rubrics, and evaluating portfolios
May 17, 2010	F2F	3	Continue to develop and refine coaching skills. Review and update coaching plans. Celebrate, Reflect and Plan